

# Technology Peer Coaching Lesson Planning Template

## Lesson Title

Make it short and sweet: descriptive and attention-grabbing for teachers and students alike!

## Designed By

Please provide the name, teaching assignment, and email address for each collaborative team member.

## Grade Level(s)

What grade level or levels is this lesson or activity intended for?

## Content Area(s) or Subject(s)

What is the primary subject-matter/curricular focus of this activity? Include a subject-matter context that extends beyond “just” math or reading.

## Learning Context

Briefly describe where this lesson “lives” within the scope and sequence of your overall curriculum. What prior knowledge will students have beforehand? What will they learn next?

## Lesson Timeline

Approximately how many instructional minutes should this activity take for students to complete? For our purposes, try to limit yourself to no more than 30 - 60 minutes.

## Overview/Objectives

Write a brief description of the activity and its intended academic and other outcomes.

## Essential Question

What essential question or questions do you hope to address with this lesson or activity?

## Helpful links

- [What is an Essential Question?](#)
- [Key components of effective essential questions](#)

## Skills and Standards

List at least 2 standards that will actually be assessed during or after this activity. Include at least one tech standard and at least one grade level and/or subject-specific academic standard.

## Helpful links

- [Common Core Standards iPad app](#)
- [Common Core Integrated ELA & Math Standards \(Web\)](#)
- [Arizona K-12 Academic Standards](#)
- [AZ Technology Standards Articulated by Grade Level \(2009\)](#)
- [ISTE NETS\\*S \(Student Technology Standards\)](#)

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## Procedures

List specific student steps and associated teacher actions required for this activity. Feature technology resources as instructional tools.

### STUDENT STEPS

Use student-friendly language. Incorporate student choice. For example: “Use PicCollage to create a visual representation of X” gives students more latitude than step-by-step instructions about how to use PicCollage itself. Also, at a certain point, stating “Create a visual representation of X” may be preferable to calling out one or more specific apps, tools, or resources.

- 1.

### TEACHER ACTIONS

List any specific actions a teacher should take to adequately set up the activity and ensure students can successfully complete it.

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## Assessment

How will learning outcomes be assessed? Develop at least one checklist or rubric that could be used by students to guide their activity and/or that a teacher could use to assess student work.

## Sample Student Project

Create a sample student project. Link to it or add it directly to this document.

## Teacher Reflection and Evaluation

- Did students find the lesson meaningful and worth completing?
- What level of the SAMR model did this lesson fit within?
- In what ways was this lesson effective and why?
- What did not go well and why?
- How might you teach this lesson differently?